I. COURSE REQUIREMENTS :-

Course Description: Through lectures and readings, the course surveys the modern social and political history of Southeast Asia, a region remarkable for its religious and cultural diversity. To treat two centuries in the history of ten nations in just 27 lectures requires compression and selection. Instead of discussing the history of individual nations, the course analyzes broad themes that encompass major changes in this region during different historical epochs. To animate these generalities, lectures will illustrate these broad regional themes with detailed discussions of events in individual countries from the eighteenth century to the present.

In the nineteenth century, colonial historians once celebrated their achievements and ignored indigenous history. In our own era, Southeast Asian historians have done the reverse, documenting the nationalist struggle and dismissing the imperialists. This course seeks a synthesis by examining the interaction between the powerful colonial state and emerging national elites. More broadly, the course seeks a similar synthesis between political and social history by placing ordinary lives within the context of their elite-dominated nation states.

With all the world's major religions, an extraordinary ethnic mix, a past with both ancient empires and colonial conquest, and a present of war and revolution, democracy and dictatorship, Southeast Asia has inspired a stimulating scholarly literature. The syllabus below offers an introduction to this writing in the “required reading” and a more extensive sampling in both the “suggested reading” and the “reading for texture” for those who wish to do more.

Class Meetings: Lectures are held in Humanities 1101 on Tuesdays and Thursdays, 2:30 to 3:45 p.m.

Office Hours: Room 5131 Humanities, Thursdays, 12:00-2:00 p.m. and other hours by appointment (TEL: 263-1855). Messages sent via e-mail to: <awmccoy@wisc.edu>.

Readings: To follow the lectures, students should read selections from the “required readings” before the relevant lecture. The “Required Readings” and many of the “Suggested Readings” are found in the textbooks (listed below) and a “Course Pack” sold at the Humanities Copy Center. To gain some sense of the temper of times long past and prepare for the final exam, students are also urged to sample the fiction and autobiographies under “Readings for Texture” which are held in Closed Reserve at the College Library.

Undergraduate Grading: Students shall attend lectures, participate in discussions, and complete three (3) pieces of written work:

Mid-term: During the lecture on Thursday, March 3, a list of questions--based on the material covered in the lectures and the required reading through Week 7--will be distributed in class. Students will be expected to write one short essay (maximum 5 typed pages) and submit their typed exam at the start of class on Tuesday, March 8. In completing this exam, students are required to footnote their answers and follow the essay format outlined below in Part V.
**Essay:** At the start of lecture on Thursday, April 7, students will submit a one-page outline for their major essays with a one-paragraph abstract of the argument, an outline of the paper’s main points, and a preliminary bibliography. Students who have questions are urged to come to office hours to discuss these outlines with the instructor. At the start of lecture on Tuesday, April 19, students shall submit a 2,500 word research essay (about 8 to 10 pages) with footnotes and bibliography. A list of topics is appended below in Part IV, and the format for the essays is detailed in Part VI below.

**Final Exam:** Students shall take a two-hour final examination on Sunday, May 8, from 7:45-9:45 a.m., at a place to be announced. Students will be required to answer three questions—(1.) one on a broad theme from the lectures, (2.) a multi-part question requiring summaries of the arguments from some of the “Required Readings” listed below, and (3.) a reflection on how literature illuminates history based on any three of the “Texture Readings.”

**Final Grade:** Mark in the course shall be computed as follows:

- mid-term exam: 20%
- research essay: 30%
- final exam: 20%
- discussion grade: 30%

**Graduate Grading:** Graduate students shall submit a 5,000 word research essay with notes and annotated bibliography examining the interface between theory and empirical evidence for a major theme in the course. The instructor must approve paper topics in advance.

**Text Books (Sold at Rainbow Bookstore):**
- Steinberg, David, ed., *In Search of Southeast Asia* (Honolulu, 1985).

**Reference Volumes:**

**II. REQUIRED READINGS:**  

(N.B.: Readings in the Course Pack*):

**WEEK 1 (January 18): UNDER MT. MERU--THE TRADITIONAL STATE**

*Required Reading:*

*Suggested Reading:*

WEEK 2 (January 25): EUROPEAN EMPIRES

Required Reading:
Steinberg, David J., ed., In Search of Southeast Asia (Honolulu, 1987), pp. 49-59, 91-95.

Suggested Reading:
Cushner, Nicholas P., Spain in the Philippines (Quezon City, 1971), pp. 127-52.

WEEK 3 (February 1): ISLANDS IN THE EARLY MODERN AGE

Required Reading:
Andaya, Barbara Watson, “Political Development between the Sixteenth and Eighteenth Centuries,” in, Nicholas Tarling, ed., The Cambridge History of Southeast Asia: Volume One (Cambridge, 1992), pp. 403-54.*
Steinberg, David J., ed., In Search of Southeast Asia (Honolulu, 1987), pp. 139-170.

Reading for Texture:

Suggested Reading:
Carey, Peter, “Waiting for the ‘Just King’: The Agrarian World of South-Central Java from Giyanti (1755) to the Java War (1825-30), Modern Asian Studies 20, no. 1 (1986), pp. 59-137.

**WEEK 4 (February 8): MAINLAND RESPONSE TO COLONIALISM**

*Required Reading:*

*Reading for Texture:*

*Suggested Reading:*

**WEEK 5 (February 15): ECOLOGICAL & ECONOMIC TRANSFORMATIONS**

*Required Reading:*

*Reading for Texture:*
Jose, F. Sionel, *Po-on* (Manila, 1984 ), Part I (chapters 3-9).

*Suggested Reading:*

Steinberg, David J., ed., In Search of Southeast Asia (Honolulu, 1987), pp. 219-44.


WEEK 6 (February 22): PLANTATION & PROLETARIAT

Required Reading:
Geertz, Clifford, Agricultural Involution (Berkeley, 1963), pp. 12-37, 83-123.*


Steinberg, David J., ed., In Search of Southeast Asia (Honolulu, 1987), pp. 219-44.

Reading for Texture:


Suggested Reading:


{N.B.: Thursday, March 3, Take-Home Midterm Exam Distributed in Class}

WEEK 7 (March 1): HIGH COLONIALISM

Required Reading:


Reading for Texture:

Suggested Reading:

{N.B.: Tuesday, March 8, Midterm Exam Due at Start of Class}

WEEK 8 (March 8): ORIGINS OF NATIONALISM

Required Reading:

Reading for Texture:

Suggested Reading:

{N.B.: SPRING BREAK, March 14-20}

WEEK 9 (March 22): MODERN NATIONALIST MOVEMENTS

Required Reading:

Reading for Texture:
U Nu, Saturday’s Son: Memoir of the Former Prime Minister of Burma (New Haven, CT, 1975), pp. 87-101.

Suggested Reading:

WEEK 10 (March 29): WORLD WAR II & JAPANESE OCCUPATION

Required Reading:
Steinberg, David J., ed., In Search of Southeast Asia (Honolulu, 1987), pp. 349-55.

Reading for Texture:
Baw Maw, Breakthrough in Burma (New Haven, 1968), pp. 51-137.
Keith, Agnes Newton, Three Came Home (Boston, 1947), pp. 29-44.
U Nu, Saturday’s Son: Memoir of the Former Prime Minister of Burma (New Haven, CT, 1975), pp. 102-34.

Suggested Reading:
Ricklefs, M.C., A History of Modern Indonesia Since c. 1300 (Stanford, 1993), pp. 199-211.
WEEK 11 (April 5): NATIONAL REVOLUTIONS

**Required Reading:**

**Suggested Reading:**

{N.B.: Thursday, April 7, Essay Outlines Due at Start of Class.}

WEEK 12 (April 12): COMMUNIST MOVEMENTS

**Required Reading:**

**Reading for Texture:**
Suyin, Han, *And the Rain My Drink* (London, 1956), chapters 1-4 (pp. 11-69).

**Suggested Reading:**
{N.B.: Tuesday, April 20, Essays Due at Start of Class.}

WEEK 13 (April 19): DECLINE OF DEMOCRACY

Required Reading:

Reading for Texture:
Anderson, Benedict R. O’G., and Ruchira Mendiones, eds. and trans., In the Mirror: Literature and Politics in Siam in the American Era (Bangkok, 1985), pp. 109-140. (Witthayakon Chiangkun’s “As If It had Never Happened”; Lao Khamhon’s “You’ll Learn Soon Enough.”)

Suggested Reading:

WEEK 14 (April 26): DICTATORSHIP

Required Reading:
Steinberg, David J., ed., In Search of Southeast Asia (Honolulu, 1987), pp. 387-93.


Reading for Texture:
Spence, Hartzell, Marcos of the Philippines (Cleveland, 1969), pp. 7-48, 123-93, 298-324.

Suggested Reading:

WEEK 15 (May 3): PEOPLE-POWER REVOLUTIONS

Required Reading:

Reading for Texture:

Suggested Reading:
McCoy, Alfred W., Closer Than Brothers: Manhood at the Philippine Military Academy (New Haven, 1999), chapter 7.

{N.B.: Final Examination at 7:45 a.m. Sunday, May 8}
IV. ESSAY TOPICS:-

1.) Analyze the impact of export agriculture upon the emergence of the modern Filipino elite in the 19th and 20th centuries.

2.) Discuss the historical causality of the outbreak and defeat of the Philippine Revolution of 1896.

3.) Explain the factors underlying the Filipinos unique allegiance to its colonial power, the United States, during World War II.

4.) Would you agree with Benedict Kerkvliet that the Huk peasant rebellion after World War II can be traced largely to the decline of patron-client relations, or did it spring from more complex factors?

5.) Assess the impact of American colonialism upon Philippine society and politics.

6.) Analyze the impact of the culture system upon Java in the 19th and early 20th centuries.

7.) Explain the rise of secular nationalism in Indonesia before and during World War II, and assess its success in achieving its goals.

8.) Explain the impact of the Japanese occupation on Indonesia in terms of social, economic and political change.

9.) Analyze the factors underlying Indonesia's move from parliamentary democracy to military dictatorship in the two decades after World War II.

10.) Can the events of September 1965 in Indonesia be interpreted as a failed communist coup?

11.) Analyze the reasons for the failure of armed communist uprisings by the Malayan Communist Party and the Philippine Huks.

12.) Would it be correct to style Thailand's Chakri dynasty from 1782 to 1850 as a typical Hindu-Buddhist mainland Southeast Asian state?

13.) Is it right to call Mongkut (1851-1868) a “modern” monarch in contrast to his predecessors?

14.) In what sense did the reforms of King Chulalongkorn lead to the “Revolution” of 1932?

15.) Why did the military dominate the Thai government from the 1930s to the 1970s?

16.) Were pre-colonial states in Southeast Asia “feudal,” “oriental despotisms,” “segmental states” or something else?

17.) Drawing evidence from two or more countries and using appropriate theory, analyze the impact of colonial rule on the evolution of the modern Southeast Asian state since World War II.

18.) Compare the conditions of slavery in Siam with those in the Sulu Sultanate.

19.) Compare the character of nationalist opposition to colonialism in any two Southeast Asian colonies.
20.) Compare the reasons for the failure of the communist parties in postwar Indonesia and the Philippines.

21.) Analyze the difference in the impact of export agriculture upon peasant societies in Central Luzon and Lower Burma.

22.) In what way did the Japanese occupation during World II transform Southeast Asian political history? Draw your evidence from across the region, or compare any two or three countries.

23.) Compare the economic and political impact of Dutch colonialism on Indonesia with Spanish and American colonialism upon the Philippines.

24.) Explain the persistence of authoritarian rule in Indonesia, the Philippines, and Thailand.

25.) Compare the character of authoritarian leadership in postwar Indonesia and the Philippines, and explain why Suharto's rule proved much more tenacious than Marcos's.

26.) Explain the causality underlying the mass urban uprisings against authoritarian rule in the Philippines (1986), Thailand (1991), and Indonesia (1998).

V. BASIC SKILLS FOR HISTORY COURSES:

1.) Learning Basic Skills: Aside from some basic understanding of this region’s history, the main objective of this course is to teach certain basic research, writing, and analytical skills. In lectures and discussion sections, we will try to improve skills essential to success in most liberal arts courses.

   a.) Definitions: Much of the conceptual content in liberal arts courses is encapsulated and conveyed through a limited number of basic terms that must be defined to be understood. Hence, we will seek to help you learn to identify such conceptual terms and define them.

   b.) Questions: Most students approach the study of history as a pursuit of answers, while many professional historians often view their discipline as a search for better questions. This course will try to make students more aware of the nature and construction of historical questions.

   c.) Reading: Faced with a mass of information, students must learn to read both intensively and extensively-summarizing key theses and skimming a range of sources for evidence.

   d.) Argument: As you write, you must try to be self-conscious in the construction of your argument.

      1.) Thesis: Define your question and form a thesis to answer it.
      2.) Evidence: Learn the nature of appropriate evidence to defend your thesis.
      3.) Illustration: Illustrate your evidence with specific examples appropriate in kind and quality to your thesis.
      4.) Correspondence: Seek a close correspondence of thesis and evidence.

   e.) Comparison: After learning to summarize individual arguments, students should learn to compare both the theses of contradictory arguments and parallel historical cases.
VI. HOW TO WRITE A RESEARCH ESSAY:

1.) Prose:
   
a.) Procedure:
   1.) By hand write out an outline of about 2 pages for a 10 to 15 page essay. Each projected paragraph in the essay should be a line in your outline.
   2.) Write a first draft. If using a personal computer, there is a very real possibility that it will read like a long, chatty letter home, not a major research essay.
   3.) Reading aloud to yourself, if necessary, edit the prose and produce a second draft.
   
b.) Sentences:
   1.) Each sentence should be a complete sentence with subject, verb, and direct object.
   2.) Vary your sentences to include short periodic sentences; simple compound sentences; compound sentences with clauses in apposition; and longer sentences communicating detail.
   
c.) Paragraphs:
   1.) Start your paragraph with “topic sentence”--that is, a periodic or compound sentence stating the basic message of this particular paragraph.
   2.) Varying your sentence structure, elaborate and expand this theme into a fully developed paragraph.
   3.) Within the paragraph, try to link your sentences so that they flow from one to another.
   4.) Paragraphs should not be too long. If you need a crude guide, have 3 to a page, or 8 to 10 typed lines each.
   
d.) Aspire to style:
   1.) There is a music--with melody and rhythm--to your writing. Sensitize your mind’s ear to the music of prose and try to make your own word music. Try to make your writing an expression of your inner voice.
   2.) As in all forms of social discourse, there is an appropriate style for an academic essay.
      a.) Use a formal voice–not ponderous, just formal.
      b.) Avoid contractions (can’t, didn’t).
      c.) Avoid colloquialisms.
   3.) In short, adopt a tone or voice somewhere between the chatty colloquial and the ponderously formal.

2.) Argument:
   a.) Overall structure: Every scientific report, whether natural or social, has three basic elements--the problem/hypothesis, the evidence/argument, and the conclusion. To summarize very broadly, the introduction asks a question and poses a hypothesis, the argument arrays evidence to explore that hypothesis, and the conclusion reflects on the original hypothesis in light of the evidence presented.
   
   Of these three elements, the opening formulation of an hypothesis is, by far, the most difficult. In your opening paragraph, try to stand back from the dense mass of material you have read and articulate a thesis, which usually explains causality (why events occurred) or analyzes significance (the particular import of an event or a pattern of events). Then identify the factors, topics, or elements that you will explore to test your thesis. Ideally, these factors should serve as a broad outline of the topics that you will explore in the next section of your essay, the argument/evidence. Here are some further reflections on each of these sections:
   1.) The Problem: In your introduction, state the problem clearly.
      a.) If necessary, you should give your definition of any key terms that require a specific usage (e.g., "revolution.")
b.) In stating your problem, refer to the literature in the syllabus.

c.) A standard and often effective device is to identify two differing schools of thought about a single problem.

d.) Make sure you are examining the main point, not a minor side issue.

2.) The Evidence: In the middle part of your essay, you must present evidence—in logical order—to deal with the problem posed at the beginning of your essay. Be specific—give the reader brief narratives of an event, or provide some statistical evidence.

3.) The Conclusion: In the final page or two of your essay, reflect on the problem as stated in the introduction in light of the evidence you presented in the middle part of the essay. Stretch the data you present for clarity, but do not exaggerate or over-extend the usefulness of your data.

b.) Level of Argument: It is difficult to spell out in precise terms what I mean by "level of argument."

1.) To overstate the case, you should not deal with the question of "the impact of French colonialism in the Mekong Delta" by probing the problem of whether "the French made life in Vietnam happier for the natives."

2.) How do you define an appropriate question and level of analysis? Simple. You can sensitize yourself to the question by reading several sources with diverse viewpoints and approaches.

c.) Nature of History Questions: In courses such as this one, history involves the study of change in large-scale human communities, societies and nations, over time. Most history essays ask you to understand or explain two aspects of change—events and their causes, or, simply, what happened and why it happened. Thus, most history questions ask you to explain elements of the following:

1.) In a limited period of time, explain the factors underlying a given event. Why did that event happen?

2.) Explain the impact that an event, such as a war or revolution, had upon a human community within a period succeeding the actual event.

3.) Over a longer period of time, explain how and why complex communities changed in a given way.

3.) Sources/Research:

a.) Need to Read:

1.) Like most essays, a history term paper is a distillation of its author's reading and reflections upon the subject at hand. The quality of an essay's expression and analysis reflects, subtly but ineluctably, the depth and diversity of its author's reading.

2.) Conversely, if you do not read, then you cannot have anything of any substance to say on a subject.

b.) Basic Format:

1.) Assuming three paragraphs per page, you should have one source note per paragraph.

2.) Every idea that is not your own and every major body of data you use in your essay should be sourced. In particular, quotations must be sourced.

3.) You may use end notes or footnotes in the following format:


c.) **How to Read for an Essay:**
   1.) Using the course syllabus, begin with a general text to get an overview of the problem.
   2.) Using the syllabus or textbooks, select more specific sources.
   3.) As you read, begin forming ideas in your mind about:
       (a) your overall hypothesis, and;
       (b) the evidence you need or have found to support your argument.
   4.) As you read, take notes, either on paper, or in the margin of a photocopy of the source. As you take notes, make sure you have the bibliographic information for your source: author, title, place of publication, publisher, and relevant pages.
   5.) Towards the end of your reading, draw up an outline of the essay. If you are missing sources for the argument you would like to present, then do additional reading.